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Course: Seminar in Applied Theory and Research 1

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Reflection#1

The Brooklyn College School of Education Conceptual framework gives an overview of the main themes of the College’s mission statement. The objectives and outcome of this course and the Conceptual frame work are align to ensure that student teachers are taught the importune of applying these themes in their practices as it the mission of the college to provide the highest quality pedagogy skills to students and the wider society at large. This alignment is demonstrated in the following ways.

**Critical self reflection**: Acton research is a process of reflecting on one’s teaching practice. As a fulfillment of the course student teachers are required to do an action research that is of interest to them. This serves as a driving force to remind student teachers that this is an integral part of a classroom teacher’s requirement. Critical self reflection is imperative so that teachers can reflect on their practice to identify strengths and weaknesses and to implement best practices to improve their pedagogy and thus students’ performances.

**Collaboration**: As prospective teachers doing action research we collaborate with our instructor. Collaboration is also evident with students, classroom teachers and other stake holders in the educational systems to gather data that are important in measuring the dependent variable. These findings can also be shared among other stakeholders in the educational system to implement changes that will bring about improvement in teachers’ practices and students’ performance.

**Social justice**: This speaks to the ethical issues in research example **objectivity** in design, data analysis, data interpretation, peer review, personnel decisions. **Openness s**hare data, results, ideas, tools, resources. Be open to criticism and new ideas. **Respect for Intellectual Property** honor patents, copyrights, and other forms of intellectual property. Do not use unpublished data, methods, or results without permission. Give credit where credit is due. Give proper acknowledgement or credit for all contributions to research. Never plagiarize. **Confidentiality** protects confidential communications, such as papers for publication, personnel records, and students’ records. **Respect for colleagues** respect your colleagues and treat them fairly. **Non-Discrimination** avoids discrimination against colleagues or students on the basis of sex, race, ethnicity, or other factors that are not related to their scientific competence and integrity.

**Diversity:** A classroom constitute of students of varying back ground such as color, religion, sex and social condition. Each child in the classroom has their own issue(s) that may impede or foster their leaning. As prospective teachers we are to be mindful of this and carry out our research in such a way that is not discriminating, but seek to implement strategies to improve the learning outcome of all students regardless of their background and issue(s) the bring with them in the classroom.

**Collaboration, social justice, diversity and critical self –reflection** of the conceptual framework and the course objectives and outcome are aligned. Action research is important to pedagogues in implementing new a improve strategies to help student achieve their fullest potential.